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ABSTRACT

The New York City Public Schools' Institutionalized Facilities Program, which provides after-school supplementary instruction in pre-vocational skills and activities of daily living for students residing for short or long terms in institutions for the neglected and delinquent, was evaluated for the 1986-87 school year. The purpose of this program is to prepare students to achieve a measure of independence and success once they leave the institution. Results of the evaluation indicated that the program exceeded its mandated goal that 80% of the students would master 80% of the objectives since 97.5% of the students mastered 80% of their objectives. A moderate relationship between number of sessions attended and number of skills mastered was also demonstrated. Goals were accomplished through the application of an individualized instructional approach. Instructional content ranged from basic self-care living skills to preparation for aptitude and competency tests. The bulk of instructional activities focused on conceptual and practical aspects of the working world: defining student vocational interests and capacities, exploring the requirements of different occupations, and practicing such skills as form completion, job applications and interviews, and work habits. The program continued to expand several activities which had shown exceptional success, such as field trips to various businesses, site visits by representatives of different occupations, job placement, and a computer literacy program. Program teachers and supervisors suggested further expanding students' contact with the work world. Teachers reported two factors that limited program effectiveness: lack of cooperaton and support from some agency staff, and variation in students' length of residency with a single institution. (ABL)

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E.C.I.A. Chapter 1, Part B
Institutionalized Facilities
Program

1986-87

OEA Evaluation Report

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FINAL EVALUATION REPORT

Judith S. Torres, Senior Manager

November, 1987

E.C.I.A. Chapter 1, Part B
Institutionalized Facilities
Program

1986-87

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E.C.I.A. CHAPTER 1, PART B
INSTITUTIONALIZED FACILITIES PROGRAM
SUMMARY OF THE REPORT
1986-1987

- The E.C.I.A. Part B Institutionalized Facilities Program was fully implemented. Students living in institutions received individualized instruction in pre-vocational and/or daily living skills.

- Students met the program goal for mastery of their individual objectives.

For the past 18 years the Chapter 1 Institutionalized Facilities Program has provided supplementary education in career and daily living skills after school hours to children and adolescents residing in institutions for the neglected and delinquent. During the 1986-87 cycle, the program served 2,071 students in 144 sites run by 36 institutions throughout the city. Students in these institutions had a wide variety of emotional, academic, social, and intellectual capacities. Their ages ranged from five to over 20, and their length of residency from a few days to several years.

The Office of Educational Assessment (O.E.A.) evaluated program implementation and student achievement through O.E.A.-developed data retrieval forms, teacher and supervisor survey instruments, and observations and interviews at 12 program sites. Student achievement was measured by the accomplishment of short- term goals as defined by the Career Education/Pre-Vocational Skills, the Specialized Vocational Skills, the Activities of Daily Living, and the World of Work curriculum inventories.

Analysis of student achievement data indicated that the program exceeded its mandated goal that 80 percent of the students would master 80 percent of their objectives. During the 1986-87 cycle, 97.5 percent of the students mastered 80 percent of their attempted objectives. In addition, there was a moderate relationship between number of sessions attended and number of shifts mastered.

The program accomplished its goals through the application of an individualized instructional approach. Teachers developed educational objectives for students according to their assessed academic ability and expected length of residency. Instructional content ranged from basic self-care living skills to preparation for aptitude and competency tests such as the Scholastic Aptitude Test (S.A.T.). The bulk of instructional activities focused on conceptual and practical aspects of the working world -- defining student vocational interests and capacities, exploring the requirements of different occupations, and practicing such skills as form completion, job applications

and interviews, and work habits. At several sites, students had hands-on experience in clerical and computer skills.

The program continued to expand several activities which have shown exceptional success -- field trips to various businesses, site visits by representatives of different occupations, job placement, a computer literacy program, and a book fair which allowed teachers to examine a broad range of career education materials. Several teachers indicated that students found part-time jobs, completed high school, established independent living conditions and successfully applied to college as a direct result of skills and attitudes they learned in the program.

Program teachers and supervisors suggested further expanding the students' contact with the work world as an integrated part of the program.

Teachers reported two factors that limited program effectiveness: lack of cooperation and support from some agency staff, and the variation in students' length of residency within a single institution.

Recommendations for future cycles are:

- Develop student opportunities for first-hand contact with the work world by: developing a pool of speakers who will visit institutions and discuss specific careers or vocations; expanding field trips to businesses; and increasing liaison with community agencies and private businesses to place students in part-time jobs.

- If resources permit, implement a two-pronged approach to instruction at sites which house both long- and short-term residents by placing two teachers at such sites.

- Continue to monitor and encourage institutional staff cooperation through personal intervention by the program coordinator or supervisors.

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I. INTRODUCTION

This document reports the results of an evaluation of the 1986-87 Chapter 1, Part B Institutionalized Facilities Program, which provides after-school supplementary instruction in pre-vocational skills and activities of daily living for students residing for short or long terms in institutions for the neglected and delinquent. The purpose of this program is to prepare these students to achieve a measure of independence and success once they leave the institution. Established 18 years ago, the program is sponsored by the Division of Special Education (D.S.E.) of the New York City Public Schools.

From October to May 1986-87, the Institutionalized Facilities Program served 2071 students at 144 sites run by 36 group homes and institutions located in all five boroughs. During April and May 1987, the Office of Educational Assessment (O.E.A.) visited 12 sites selected in consultation with the program coordinator as representative of the kinds of instruction being delivered at all sites.

BACKGROUND

The Institutionalized Facilities Program, in operation for 18 years, has established participant selection procedures. Each year the State Education Department (S.E.D.) identifies several thousand students in grades three to 12 who are residents of institutions for the neglected and delinquent in New York City as eligible for the program. Eligibility is based on a yearly survey of residents between the ages of five and 17 years who

have been living in institutional facilities for a minimum of 30 days. The institutional site staff identify those students in greatest need of the career/pre-vocational tutoring offered by the program. Qualified institutions are then listed in the Department of Social Services Registry of Resident Facilities for New York City.

Institutions or sites requesting services are visited by a program supervisor or the coordinator. The appropriateness of the room intended for class use and the facility in general is noted. The apparent commitment and cooperativeness of the institutional staff and the staff-student ratio, as well as the general environment of the site are considered. Institutions which do not supply adequate facilities, show a lack of cooperation, or do not promote the success of the program in other ways may not receive services or may be discontinued anytime during the project cycle.

In May the program coordinator communicates with each listed institution, requesting the number of students they expect to be serving in the following year and their preference for winter or summer programs, or both. Depending on the expected resident population and other needs, the program allocates teaching tutors and/or materials and equipment to the institution for the following year.

DESCRIPTION

The purpose of the program is to provide students with the knowledge, skills, and experience to become independent once they

leave the institution. Program designers proposed to achieve this objective by teaching students that goals for life and for vocations are interrelated. The program was designed to prepare students for the "real world" by supplementing their regular education with activities that teach competency in everyday life skills, math and reading skills, and a general awareness of the job market.

The program skill objectives are outlined in four assessment inventories which were designed in 1979 by the Center for Multiply Handicapped Students and Instructional Management Systems. The inventories are comprehensive and sufficiently flexible to meet the diverse capabilities and needs of the student population. Teachers use these inventories as guides to individualize instruction based on students' short term goals. Teachers consider each student's needs, abilities, interests and projected length of stay in the facility. They also use the inventories to evaluate students, test students, and develop curriculum.

Population Served

The target population consists of children and adolescents in scores of group homes, long-term residential institutions, diagnostic centers, detention facilities and miscellaneous residential sites throughout New York City. The total projected population is approximately 3000 individuals.

The category "neglected" includes abused and abandoned children who may be remanded to the state because of the death,

absence, alcoholism or incarceration of their parents. In other cases, they are children whose parents are unable or unwilling to keep them because they have emotional or mental handicaps, even when these handicaps are relatively minor. Though some neglected students have significant educational handicaps, the most common characteristic among them is an emotional problem arising from their home situation.

Delinquent students are institutionalized because of current or chronic criminal activity. The range of such activity is broad, from minor misdemeanors to major crimes. An unknown number of students characterized as neglected may also participate in delinquent behavior; similarly many, if not most "delinquent" residents come from home situations which would define them as neglected.

REPORT FORMAT

This report is organized as follows: Chapter II outlines the evaluation procedure; Chapter III describes the findings, including comments from program staff; Chapter IV summarizes the O.E.A. evaluation and makes recommendations for the future implementation of the program.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

In evaluating the 1986-87 Institutional Facilities Program O.E.A. addressed the following questions.

- Was the program implemented as designed?
- Was the instructional content congruent with the program mandates?
- Was the program's student achievement goal attained?
- What was the relationship between length of student residence and mastery of objectives?

EVALUATION PROCEDURES

Sample

Teachers submitted data retrieval forms (D.R.F.s) for all 2071 registered students. All 12 program supervisors and 150 teachers received O.E.A.-developed supervisor and teacher survey forms. All 150 teachers returned surveys, six with some incomplete information, leaving 144 (96 percent) with complete data. O.E.A. consultants observed and interviewed twelve teachers, representing eight percent of the program teachers, during on-site visits, and observed ten instructional sessions in which 17 students received individual, small group or drop-in tutoring. All 12 program supervisors completed survey forms on the institutions they managed.

Instrumentation

O.E.A. evaluated program implementation using five

instruments: a teacher survey form, supervisor survey form, teacher interview guide, instructional session and classroom observation guide, and a student data retrieval form (D.R.F.). These forms elicited information concerning program activities, usefulness of assessment instruments, materials, in-service training, agency contact, personal attitudes and recommendations.

Throughout the year, teachers recorded the attainment of specific educational objectives for each student on the D.R.F.s. They measured student achievement by administering the Career Education/Pre-Vocational Skills Assessment Inventory, the Activities of Daily Living Skills Assessment Inventory, the Socialized Vocational Skills, or the World of Work inventories. In addition, teachers recorded information on students' sex, date of birth, reason for residence, and whether they were registered in day school.

Data Collection

O.E.A. distributed supervisor and teacher survey forms mid-way through the program and collected them before the end of the program cycle. Teachers received student data retrieval forms at the beginning of the year and used them to track student achievement for the duration of the program. O.E.A. collected these forms when the program ended.

O.E.A. field consultants conducted teacher interviews and observations of program implementation during March and April of 1987. Throughout the study and during the report production, the program coordinator provided information and clarification

of program policy and practice.

Data Analysis

O.E.A. analyzed the supervisor and teacher surveys by comparing percentile distributions of responses. O.E.A. analyzed most of the data from student data retrieval forms by comparing tabulated percentile distributions and cumulative percentile data. The achievement of the program objective was computed by dividing the number of achieved objectives by the number of attempted objectives for each student. O.E.A. then calculated the percentage of students who achieved 80 percent of their attempted objectives. The relationship of attendance to achievement was measured using the Pearson's r statistic which indicates the degree of correlation between the two continuous variables.

III. EVALUATION FINDINGS

STUDENT CHARACTERISTICS

During the 1986-87 cycle, 2,071 students participated in the Institutionalized Facilities supplementary education program. The majority of these students, 56.4 percent (1,157), were female, and 43.6 percent (894) were male.

Children and adolescents entered the institutions for a variety of reasons. Those participating in the 86-87 full-year program were characterized mostly as neglected (82.9 percent); only 10.5 percent were categorized as delinquent. Unreported student status totalled 6.6 percent.

Table 1 indicates that nine percent of the students served were resident for less than one month, and 43 percent were resident for up to six months, less time than the duration of the program. Differences in length of residency were reflected in the variation in the number of days students attended program classes. During 1986-87, 24 percent of students attended class four days or less, whereas the mean attendance was 20 days.

At all institutions, students attended regular school classes. More than 55.8 percent (1,155) attended local public schools; another 23.2 percent (480) attended classes on-site, usually at the larger institutions; 21 percent (436) of the students were not registered in school or their status was unrecorded.

It is clear from the factors outlined above that successful implementation of the Institutionalized Facilities Program

TABLE 1

Length of Student Residency

Time	Number of Students	Percentage
Less than one month	188	9.3
One to six months	702	34.6
Seven to twelve months	429	21.1
Over one year	711	35.0
TOTAL	2,030	100.0

Source: Individual student data retrieval forms.

- 43.9 percent of students were resident for six months or less.

required a responsiveness to the diversity of ages, educational preparation, length of residence, size of site populations, and the complex and varied emotional and behavioral characteristics represented by the students. An additional complication was that institutional populations changed in many of the above traits during the program year and from cycle to cycle. Therefore, to make the program a success, staff had to be flexible to meet student needs and adapt to institutional contexts.

PROGRAM IMPLEMENTATION

Organization

During 1986-87, the staff consisted of a program coordinator, 12 supervisors and 150 teachers serving 144 sites under the aegis of 36 institutions. The program coordinator visited sites and held meetings with teachers and supervisors on both a regular and an on-call basis. Supervisors were responsible for from nine to 15 teachers at from five to 23 sites, clustered geographically. They visited each site weekly or bi-weekly, provided teachers with ongoing in-service training and instructional resources, conducted site observations and maintained liaison with institutional supervisory staff. They had daily contact with the program coordinator by telephone or in person.

From one to six teachers taught at each site, depending on the size of the student population. Teachers were assigned to the same site throughout the cycle. The teachers were experienced, both in general education and in special education.

General teaching experience ranged from six to 25 years (mean = 17 years) and special education experience ranged from five to 18 years (mean = 11 years). Program experience ranged from one to thirteen years (mean = 7 years).

Institutions Served

All institutions included in the program during 1986-87 were residential sites for neglected and delinquent children. Within this category there was a great degree of diversity. Institutions were private or public; some facilities were large and housed as many as 80 or more students during the length of the program; others had residential populations of from five to 15. Residents ranged in age from five to 27, with a mean of 16 years old. Some institutions housed younger children, 11 or 12 years of age or less; others housed older adolescents and young adults. At some institutions the age range was very broad. Most sites were gender segregated, but some were coed. Several sites, such as ones operated by Inwood House and the Louise Wise Home, housed only pregnant teenagers.

Length of residence also varied. In most institutions, residence ranged from at least one year to two years or more. Some institutions housed students for relatively short stays of one to four months, and sometimes for only a few days. A few institutions combined both short- and long-term residents. Institutions such as Covenant House, the Non-Secure Detention Facility and the Euphrasian Residence had an especially high turnover of residents. Students at the homes for pregnant

teenagers were resident until the birth of their children.

Some institutions chose not to participate in the program, or opted only for the summer portion of the program. Two or three sites had too few residents to generate sufficient federal funds to pay for a teacher.

Physical Setting

The teachers and field consultant agreed that the settings were adequate for the program's needs. Instruction at 37.3 percent (N = 56) of the sites took place in a dining room in the facility. Other settings included living rooms (10.0 percent, N = 15), bedrooms (9.3 percent, N = 14), recreation rooms (8.7 percent, N = 13), and other venues (23.3 percent, N = 35). The "other" category included a typing room, a den, and a basement area. At eight facilities (5.3 percent), instruction took place in regular classrooms. Generally, storage was provided in or adjacent to the classrooms and additional areas could be used if needed for a particular lesson.

Training Activities

All teachers participated in an initial orientation and took part in monthly staff training meetings. The orientation meeting presented an overview of the program objectives and requirements, record keeping, materials and data retrieval procedures. The majority (62 percent) of the teachers, stated that the orientation was "useful" or "very useful"; a few indicated that orientation was redundant for experienced teachers. All but a few teachers indicated that the monthly meetings were very useful for problem solving, administration, clerical duties, and updating materials.

Curriculum

As a result of suggestions and recommendations made by program teachers in previous cycles, the Office of Educational Assessment in conjunction with the program coordinator altered the scope and specificity of some objectives in 1986-87. They devised more complex objectives in several areas for longer term, more capable students, and added objectives in new skill areas such as computer literacy and preparation for Graduate Equivalency Diploma (GED) exams.

Instruction focused on providing vocational education and skills training for students while developing their math and reading skills. Teachers used a method of individualized instruction that was based on individual education plan (I.E.P.) annual goals and program objectives. The factors teachers considered in developing individualized approaches were the

student's age, ability, interest, and length and reason for residency.

Teachers used the objectives outlined in the four curriculum inventories as guides to curriculum development, achievement, and assessment. Each inventory was organized as a series of goals (e.g., career consciousness) with a set of specific objectives for each goal. The objectives proceeded from simple (e.g., students should be able to differentiate work from other activities), to more complex, (e.g., students should develop an awareness of the effect a career choice will have on his or her life). Each objective was coupled with an evaluation procedure.

The Career Education/Pre-Vocational Skills inventory was the inventory most often used. It emphasized career consciousness and attitudes, and work-place habits. One section of this inventory, entitled Sheltered Workshop Activities structured instruction for more severely handicapped students who needed to learn self-maintenance skills. The Activities of Daily Living inventory provided a guide to self-maintenance skills instruction for students who were likely to be permanently institutionalized.

The Specialized Vocational Skills inventory focused on writing, clerical, and computer-related job skills and included a section on the aptitude and competency test preparation. The World of Work inventory concerned more advanced work, career, and consumer skills such as money management, insurance, social security, consumer credit, and union-related issues.

O.E.A. consultants observed life skills activities based on

objectives from both the Career Education/Pre-Vocational Skills and World of Work inventories. These included learning the uses and misuses of credit cards. Other students learned how to read housing ads to find an apartment. Teachers taught mathematics concepts in lessons on how to make change, compute net pay, and set up a budget. Some students learned about taxes and the process of tax withholding, i.e. percentage based on income.

Table 2 indicates that the majority of students, 1,555 or 76.2 percent, received instruction from the Career Education/ Pre-Vocational Skills Inventory. Forty-six students (2.2 percent), with more severe educational handicaps received instruction from the Activities of Daily Living Inventory; 25 percent of the students received additional instruction from the Specialized Vocational Skills Inventory; over 20 percent, from the World of Work inventory.

Use of the Career Education/Pre-Vocation Skills Inventory. Over 30 percent of the students who attempted objectives from the Career Education/Pre-Vocational Skills inventory received instruction in conceptual skills such as career consciousness and career choice. In these areas, teachers encouraged students to explore their abilities and interests in various types of occupations, and to consider the educational, personal, and economic aspects of specific jobs.

Another lesson emphasized the importance of communication in work and social situations. Teachers discussed the interpretation and misinterpretation of people's words. They

TABLE 2

Number of Students Instructed in Each Curriculum Inventory
(N = 2,048)

Curriculum	Students		Mean Number of Objectives Attempted
	Number	Percent[a]	
Career Education/ Pre-Vocational Skills	1555	76.2	14.4
Activities of Daily Living	46	2.2	18.7
Specialized Vocational Skills	496	24.3	6.8
World of Work	415	20.3	7.7

Source: Individual data retrieval forms.

[a]Percentage of students receiving instruction from each curriculum. (Because a student could receive instruction in several curricula, the total is greater than 100 percent.)

- Over 75 percent of the reporting students received instruction from objectives on the Career/Vocational Inventory.
- Over 20 percent of the students received additional instruction in specific job-skills or exam preparation from the Specialized Vocational Skills or World of Work inventories.

also initiated a discussion comparing the idea of a teacher at school to a boss at work. This discussion led to a comparison between school and work and how a habit such as cutting school could lead to the habit of cutting work and getting fired. Implicit in this lesson was the concept of pride in responsibility and accomplishment.

Fewer students (23 to 31 percent) received instruction in concrete job acquisition skills. Less than 19 percent of the students received instruction in the economics of work; less than 10 percent received job-related skills instruction.

Use of the Activities of Daily Living Inventory. Forty-six students received instruction in daily living skills. Students receiving instruction in this skill inventory were usually younger or more severely handicapped than the general program population.

The emphasis throughout A.D.L. instruction was on developing skills necessary for independent care at home or in the community. Teaching goals for younger students included positive work/study habits, basic reading and math skills within a vocational education framework, and building confidence and a positive self-image. In conjunction with these goals, at some sites teachers organized community trips to restaurants or parks. Some teachers found that small group lessons, followed up by individual work were useful.

Use of Specialized Vocational Skills and World of Work Inventories. Teachers structured supplementary vocational

instruction through these two inventories. For 177 students (35.6 percent), the program delivered instruction in clerical skills, including intensive work in writing, filing, the use of office machines and computers. For 333 students, preparation for a range of aptitude and competency exams was a significant part of the instruction. The practical results of this instruction included completion of High School Equivalency (G.E.D.) degrees and college acceptance by 50 students.

Instructional Activities

Table 3 indicates the activities used to teach program objectives. The methods teachers employed for practical instruction were working with texts and workbooks to teach form completion, letter writing, business math skills, and other concrete life skills and pre-vocational topics.

Sixty-four percent of the teachers used role-playing to promote good interview and on-the-job techniques, and students' experiences to develop social skills. One teacher described a job interview role-playing project that lasted several days. The students decided on a job that many of them would like to have - managing a clothing store. The students discussed what the requirements of the job would be, and three students were chosen to act as an interview panel. Three others interviewed for the job, after which the class evaluated their performance.

Over 75 percent of the teachers used actual applications in class to teach students how to apply for jobs and job-related licenses. In 80 percent of the classes, students practiced

TABLE 3

Number of Teachers Using Specific Activities
to Teach Program Objectives

(N=150)

Activity	Teacher Reports	
	N	Percent
Career Education		
1. Role playing	96	64.0
2. Teaching consumer math	116	77.3
3. Group discussions	102	68.0
4. Homework	89	59.3
5. Check writing/budgeting	97	64.7
6. Assistance with part-time summer job applications	107	71.3
7. Practice in job application/driver's licenses	113	75.3
8. Reading want ads	121	80.7
9. Tape recordings (students)	21	14.0
10. Audiovisuals (films/filmstrips)	20	13.3
11. Speakers representing different occupations	7	4.7
12. Visits to businesses, etc.	21	14.0
13. Accompanying to job interviews.	17	11.3

Sources: Teacher survey forms.

- Between 70 and 80 percent of the teachers taught practical activities by having students fill out job and driver's license applications and read want ads.
- Over three quarters of the teachers presented consumer math activities to their students.
- Student contact with the real world of work was limited to seven teachers who invited speakers to talk to their classes, and the 21 teachers who took field trips with their classes to visit businesses.

reading job want ads to determine the nature of the job and its eligibility requirements. O.E.A. consultants observed some students writing business letters, including letters to accompany resumes and job applications, and letters inquiring about job openings. One student was learning to assess his own interests, and to determine the kinds of jobs which involved these interests.

At 20 sites (13.3 percent), teachers employed audio-visual materials to familiarize students with the conditions of the workplace. Repeatedly, teachers reported that direct contact with the work world was a very effective approach for achieving student understanding of workplace values and conditions. Twenty-one teachers (14 percent) organized visits to local businesses and seven (4.7 percent) invited representatives of different occupations to speak to their classes. In a few cases, 17 teachers (11.3 percent) accompanied students to actual job interviews. O.E.A. recommended all of these approaches in last year's report as effective in achieving program goals. This year the number of teachers using real-world contacts increased, as did reported student attitudinal change and skills achievement.

Many teachers discussed more sophisticated job-related issues such as laws and legal responsibilities, banking services, taxpayer responsibilities, insurance, and long-range career planning.

Teachers made an effort to instill a desire in the students

for education. Students not attending school on a regular basis, but physically able to do so, were encouraged to return. Those who refused counseling and work toward a G.E.D. were scheduled for instruction when teachers were available to give them individual attention.

Instructional Materials

Teacher survey responses indicated that most teachers found the program materials to be useful. Combined with materials developed by the teachers, the provided materials were judged by teachers to have met the needs of the students.

O.E.A. observed the use of a wide range of commercial materials. In addition to Globe and Janus materials, previously used, O.E.A. also found that teachers utilized mathematics and reading materials by AMSCO, vocational mathematics materials by West Sea Publishing Co., the Stech-Vaughn publications How to Get a Job and Keep It, and TODAY, published by International Communication Technology, Inc.

Additional commercial materials included Frank E. Richard's Vocational Education Series, Scholastic's Real Life Employment Skills, Arco materials, McKnight's Entering the World of Work and Succeeding in the World of Work, and Barron's G.E.D. workbooks. Teacher-made materials included a range of hand-outs, either xeroxed or mimeographed from a variety of sources, or made by the teachers. Especially useful were newspaper want-ads and apartment ads, supermarket flyers, license, job, and passport applications, and income tax forms.

Teachers all indicated their preferences to supervisors who ordered materials. Of the teachers interviewed, eight said they received an abundance of requested materials; two said they did not receive some requested materials, and two said they could always use additional expendable items because of the high turnover rate of their students. Only three teachers reported that they would order very different materials than those provided by the program.

Instructional Format

Session length varied from 20 minutes to two or three hours. For 94.3 percent of the students, instruction took place twice a week, after school, usually in 20- to 45-minute sessions. The two annual teachers in the program provided instruction from three to five times per week. Thus student-teacher contact time in the program ranged from 40 minutes to over five hours per week. Longer sessions were more effective in institutions where students' after-school schedules varied, where students worked better on a flexible drop-in basis, or where students' residency was very short, two weeks or less.

Generally, teachers instructed students in small groups and individually. Students worked independently at some sites, including one where typing and word processing instruction was offered. At this site students participated on a drop-in basis.

Instructional Assessment Procedures

The curriculum inventories continued to respond to teachers'

needs in assessing students' needs and achievement. The Career Education/Pre-Vocational Skills inventory was used by 35 percent of the teachers for group planning, by 77 percent for student assessment, and by nearly 65 percent to gauge student achievement. The other inventories, though less often used, were applied to the same range of functions. Over 90 percent of the responding teachers found the objectives on the Career Education/Pre-Vocational Skills inventory useful. Similarly, the majority of teachers found the other inventories also useful.

Additional goals and objectives were added to the inventories in 1986-87 in response to teachers' recommendations. For the first time, the Specialized Vocational Skills inventory included specific computer literacy objectives and more specific pre-vocational objectives. The World of Work - Supplementary Career Education objectives added within the past three years continued to receive teacher support.

Some teachers used additional assessment procedures such as a structured interview sheet, the Swenson Vocabulary Test, typing tests, and teacher-made screening tests.

TEACHER REPORTS OF PROGRAM EFFECTIVENESS

Most teachers reported satisfaction with the program, especially with its immediate practical value to students. Many remarked on the changes they saw in students' attitudes toward education. They reported that some students began the year with resistance even to being present in the classroom and ended the program enjoying the classroom activities and appreciating the

personal value of the educational experience. Teachers reported that many students completed the program with realistic expectations of success in the job world. Several teachers mentioned specific students who found jobs using the skills they learned through the program. Other students finished high school, successfully applied to college, or established an independent living situation using program-acquired skills.

Teachers and supervisors cited group home staff support as a key to the success of the program. Staff members played an integral role in the program by enforcing attendance, sharing information about individual students, and scheduling activities to accommodate program sessions. Where agency staff was not supportive, students' attitudes and attendance was a marked problem.

Supervisors and teachers strongly supported direct contact with the work world for their students through visits from representatives of different occupations or class trips to work-places. Wherever these activities were conducted, teachers reported an excellent response on the part of their students. Students gained direct experience of occupational conditions and became more responsive to classroom activities. The majority of teachers and supervisors expressed strong support for expanding such real-world contacts.

Teachers supported the Book Fair, which took place at a motel in LaGuardia Airport for the second year in a row, as helpful in developing individualized programs. They requested

its continuation, as well as continuing the monthly training meetings to exchange ideas.

Both supervisors and teachers recognized the special problems of implementation at sites which housed both short-term and long-term residents. The needs of long-term residents were often ignored because teachers attended first to the needs of short-term residents. Several teachers and supervisors suggested that at sites housing both long and short-term residents the program assign two teachers and offer two different types of instruction, one for each type of student.

In addition to the program's mandated educational content, nearly all teachers interviewed mentioned the importance of establishing a personal rapport with students through discussion and personal counseling on general life issues. They reported that this counseling helped students view the program classes positively.

STUDENT OUTCOMES

- The objective of the Institutionalized Facilities Program was that 80 percent of the participating students would master 80 percent of their short-term educational objectives.

Analysis of student D.R.F.s indicated that 97.5 percent of the students achieved 80 percent of their individualized objectives, as shown in Table 4. Additionally, 1,935 (or 93.7 percent) of the students mastered all of their objectives. Both of these outcomes represent an improvement over 1985-86. Individual students mastered from zero to 131 objectives, with a

TABLE 4

Frequency Distribution of the Percent of Educational Objectives Mastered

(N = 2,064)[a]

Percent Mastered	Number of Students	Percent of Population	Cumulative Percentage
100	1,935	93.7	93.7
90	61	3.0	96.7
80	17	0.8	97.5
70	11	0.5	98.0
60	18	1.0	99.0
0-50	22	1.0	100.0

Source: Individual student data retrieval forms.

[a]Achievement data were not reported for seven students.

- Nearly 94 percent of the students mastered all of their short-term instructional objectives.
- More than 97 percent mastered 80 percent of their objectives, exceeding the program goal.

mean of 17.1 and a standard deviation of 19.1. Table 5 shows fewer than four percent of the students mastered no objectives, 30 percent mastered from one to five, and nearly 20 percent mastered 31 or more objectives.

These outcomes were affected by both students' length of residency and the difficulty of the objectives. Some objectives (i.e., achieving basic typing skills) took significantly longer to achieve than learning to fill out forms, or discussing a specific job. Table 6 indicates the frequency distribution of the number of sessions attended by students. The majority of program students attended between zero and 60 sessions, the maximum possible. Eighty students were in classes with the annual teachers, receiving a maximum of 185 sessions of instruction. Nearly 25 percent of program students attended no more than four sessions, while almost 40 percent attended 29 or more, with a mean of 20.2 sessions and a standard deviation of 22. The average rate of attendance for the students was 82.1 percent of their classes. This outcome may be considered quite good, given the number of factors mitigating against regular attendance: the requirements that students attend hearings or other legally mandated or medical appointments; the disruptions and distractions within sites caused by some residents; and the lack of enthusiasm exhibited by many students. The number of sessions attended, in part, reflects differences in session scheduling, but is mostly a measure of the degree of transiency of the student population.

TABLE 5

Frequency Distribution of the Number of Short-Term Educational Objectives Mastered

(N = 2,071)

Number of Objectives Mastered	Number of Students	Percent of Population	Cumulative Percentage
31 or more	389	18.8	18.8
21-30	216	10.4	29.2
11-20	420	20.3	49.5
6-10	354	17.1	66.6
1-5	613	29.6	96.2
0	79	3.8	100.0

Source: Individual student data retrieval forms.

- Nearly 20 percent of the students learned over 30 new skills.
- Two-thirds of the students learned six or more skills.

TABLE 6

Frequency Distribution of Days Attended[a]

(N = 2,055)[b]

Days Attended	Number of Students	Percent of Population	Cumulative Percentage
21 or more	795	38.6	38.6
13-20	264	12.8	51.5
9-12	198	9.6	61.1
5-8	295	14.3	75.5
0-4	503	24.4	100.0

Source: Individual student data retrieval forms.

[a]Based on attendance range of from 0 to 175 sessions, with a mean of 20.7 sessions attended. Average attendance was 82.1 percent.

[b]Data were missing or incorrectly recorded for 16 students.

- About half of the program students attended 13 or more instructional sessions.
- About 25 percent of the program students attended four or fewer instructional sessions.

O.E.A. applied the Pearson Product-Moment correlation statistic to the relationship between number of sessions attended and number of objectives mastered by students. A correlation of .6013 ($p < .01$) indicated that mastery was positively though moderately related to attendance. Although the relationship of number of sessions attended to achievement is not strongly correlated, the inference can be made that the program was effective. Students mastered some objectives even when they attended a limited number of sessions, with an average of more than one objective mastered for each session attended.

IV. CONCLUSIONS AND RECOMMENDATIONS

The Institutionalized Facilities Program was successful in delivering effective supplementary education in vocational and daily living skills to neglected and delinquent children and adolescents in institutional residences.

The program was implemented as intended through individualized educational instruction. The instructional content focused on providing reading and mathematics within a framework of vocational education and skills training. This curriculum promoted the improvement of basic educational skills and allowed over 50 students to complete requirements for the G.E.D. Other students successfully found employment or applied to colleges using the skills learned and motivation developed in the program.

Supervisors, field consultants and fellow teachers all commended the dedication and enthusiasm of the great majority of teachers in the program. Clearly these qualities contributed essentially to program success.

The O.E.A. evaluation indicated that the program exceeded its mandated goal: over 97 percent of the students mastered 80 percent or more of their objectives. The number of sessions attended and mastery of skills were positively correlated. The support of site staff was probably the most significant factor in encouraging student attendance. The rate of attendance was quite high; i.e., students participated in over 80 percent of their

scheduled sessions.

There were several reasons for the success of the Institutionalized Facilities Program in 1986-87. The individualization of instruction allowed for the flexibility required to meet the diverse needs of the student population. In addition, program staff contributed to the achievement of the program objectives through effective and relevant orientation sessions, in-service training and regular meetings with the program coordinator, supervisors and teachers. Program supervisors insured the supply of appropriate educational materials, maintained contact with agency staffs and helped teachers solve operational problems.

Two factors limited the program's overall effectiveness. Lack of cooperation and support from agency staff prevented fully successful implementation at some sites. The program coordinator and supervisors intervened at such sites by meeting with the institution's managers and staff. In most cases, the agency made an accommodation to the needs of the program. Occasionally, D.S.E. refused services to sites or institutions because of lack of cooperation.

A second more difficult and inherent problem was the unpredictable length of residency of children at many of the sites. This was further complicated at sites where teachers confronted a population of both long- and short-term residents. Program teachers responded to this problem by grouping students or scheduling separate sessions for long- and short-term

students. This allowed teachers to deliver the best services possible within this limitation.

The implementation of recommendations from previous cycles indicated the program's responsiveness to the needs of the population it served. The LaGuardia book fair was held for the second year, and computer literacy training was expanded. The number of teachers who took students on field trips to businesses and organized lectures by representatives of various occupations increased. However, only a small percentage of program students participated in these highly effective activities.

RECOMMENDATIONS

In order to increase the effectiveness of the program, O.E.A. offers the following recommendations:

- Continue to develop contexts for students' first-hand contact with the work world by: instituting a pool of speakers who will visit institutions and discuss specific careers or vocations; expanding field trips to businesses; and increasing liaison with community agencies and private businesses to place students in part-time jobs.
- If resources permit, implement a two-pronged approach to instruction at sites which house both long- and short-term residents by placing two teachers at such sites;
- Continue to monitor and encourage institutional staff cooperation through personal intervention by the program coordinator or supervisor.